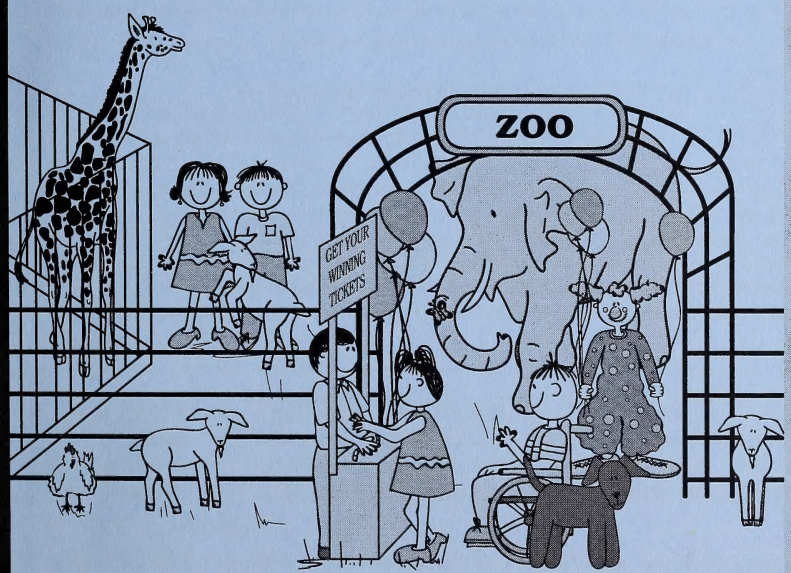
GRADE THREE MATHEMATICS: MODULE 9

MONEY AND MORE

Home Instructor's Guide: Days 1–9
and
Assignment Booklet 9A



Learning Technologies Branch

Alberta LEARNING

Grade Three Mathematics
Module 9: Money and More
Home Instructor's Guide: Days 1–9 and Assignment Booklet 9A
Learning Technologies Branch
ISBN 0-7741-2325-7

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

MODULE 9: MONEY AND MORE

INTRODUCTION

In Module 9, your student learns about money. Test-taking skills are also discussed. The last part of the module reviews all the concepts covered in Grade Three Mathematics.

Money concepts are further explored as part of the measurement strand in mathematics. The student learns to recognize the various Canadian bills. The values of Canadian coins are reviewed. Coin collections are estimated, counted, and recorded. Collections containing both bills and coins up to a value of $10.00 are also counted. As the student works with real coins and play money, he or she learns that a given value of money can be represented in many different ways.

Role playing is used to help the student understand how to make purchases and give change. A play "store" is set up to allow the student to practise buying items or making change. The student solves a variety of problems involving money.

To reinforce your student's understanding of money concepts, allow him or her to make purchases independently or help with family purchases. Students soon see the value of estimating costs when they need to be sure they have enough money to pay for a group of items. Encourage your student to count collections of money for you or check the amount given as change. The more real-life practice your student has with money, the more competent he or she will become.

Perhaps you could arrange a field trip to a bank. Your student may already have an account for saving money. Discuss with your student the services you use at the bank.

As you know, a provincial mathematics achievement test is given at the end of grade three. For many students, this is the first time they encounter a formal test situation. It is well worth the time to prepare your student for the test so that he or she will feel relaxed and confident with the challenge. Tips for taking timed math fact tests and multiple-choice tests are discussed. The student will have many opportunities to practise these skills in the review portion of this module. The review lessons provide a study guide for the student and allow you to re-teach any skills the student is still experiencing difficulty with. It is important that the student has mastered the skills in Grade Three Mathematics in preparation for upper elementary math.

The last part of Module 9 provides a review of the most important information from each of the other modules. The exercises in the Assignment Booklet are all in the form of multiple-choice questions. If your student experiences difficulty with the review questions for a specific module, spend additional time reviewing or re-teaching the pertinent concepts from that module.

DAILY SUMMARY

DAY 1: The names and values of Canadian coins are reviewed. The five, ten, twenty, fifty, and hundred dollar bills are introduced to the student. If possible, have an example of each bill on hand for the student to examine. Pictures and play money are provided, but real money shows the differences in colour and other fine features. The student uses real coins or play money to show the price of items. Representing the same value different ways is also discussed.

DAY 2: Strategies for counting coin collections are explored in today's activities. The student uses pictures and real coins or play money to practise counting coin collections. Estimating money value is also discussed.

DAY 3: Collections including coins and bills are counted. Pictures and play money help the student develop strategies for counting these collections. Representing a value in different ways is also practised. A timed multiplication math facts exercise completes the lesson.

DAY 4: A "store" is created to allow the student to role-play money skills. Making purchases is the focus for the lesson. The student uses play money to count out the exact change for an item. Several ideas for extending the learning using the "store" are given at the end of the lesson.

DAY 5: Strategies for making change are discussed. The student then has a chance to role-play these skills in the "store." Students at this age are just beginning to develop skills in counting change. Your student will require your assistance and lots of practice.

DAY 6: The student uses the money skills he or she has learned to solve a variety of word problems. A timed subtraction number facts exercise is also included.

DAY 7: The review portion of this module begins today. The student revisits the problem-solving skills that were introduced throughout the year. The student must apply a variety of strategies to solve the problems in this lesson.

DAY 8: The expectations for the Grade Three Provincial Achievement Test are discussed. The student learns some tips to help do the test. Various strategies for effectively doing timed number facts and multiple-choice questions are presented.

DAY 9: The student begins to review the material covered over the last year. This lesson reviews addition and subtraction operation strategies and concepts from Module 1. You will be timing the student for 2 minutes to complete a subtraction number facts activity in the Assignment Booklet. After the student has completed today's activities and assignments, direct him or her to the Student's Checklist and Student's Comments. Complete the Home Instructor's Checklist and Home Instructor's Comments. Submit Assignment Booklet 9A to the teacher.

ASSIGNMENT BOOKLET 9A

Grade Three Mathematics
Module 9: Days 1–9

Home Instructor's Comments and Questions

_____
Home Instructor's Signature

FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

Student File Number:

_____

Date Submitted:

_____

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for correct course and module.

FOR SCHOOL USE ONLY

Assigned Teacher:

_____

Date Assignment Received:

_____

Grading:

_____

Additional Information:

_____

_____

_____

_____

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_____

_____

_____

Teacher's Comments

_____
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.

2. All faxing costs are the responsibility of the sender.

E-MAILING

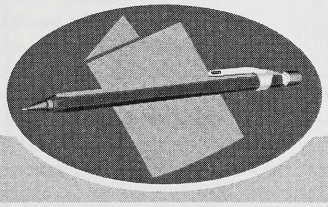
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade Three Mathematics

Module 9

Money and More

Assignment Booklet 9A



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Grade Three Mathematics
Module 9: Money and More
Assignment Booklet 9A
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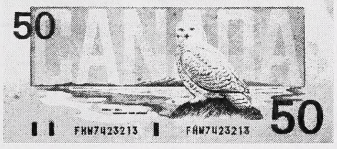
Write the value of each coin or bill using numbers.

_____

_____

_____

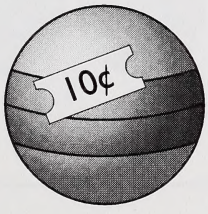
_____

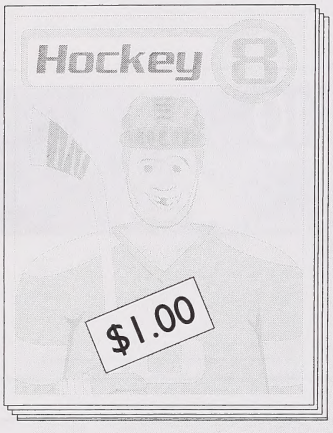


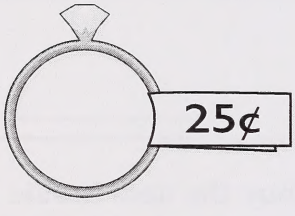
_____

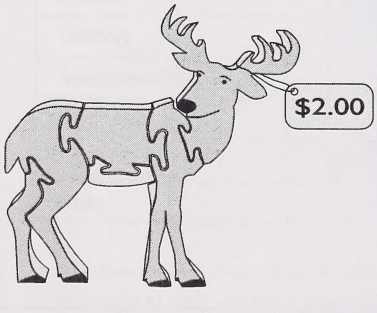
_____

In each box, draw a different set of coins you could use to buy the item beside it. Draw circles for each coin. Be sure to write the value on each coin and show the exact price of the item.




Hockey
8
$1.00


25¢


$2.00

1. Journal Entry

   Why is it so important to be able to count money correctly?

   _____

   _____

   _____

   _____

   _____

2. Write the value of each group of coins in numbers. Where there are two blanks, write the value of the coins in two ways.

   a. 

   _____ or _____

   b. 

   _____

c.

_____ or _____

d.

_____

e.

_____

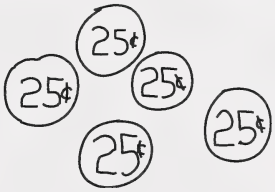
f.

_____

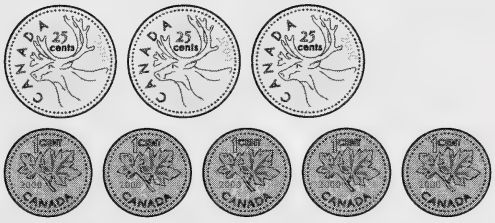
3. Count the value of the group of coins, and then write that value on the line. In the box beside it, draw coins to show another way to make that value. Use real coins to help you if you like.

Example:

$1.25



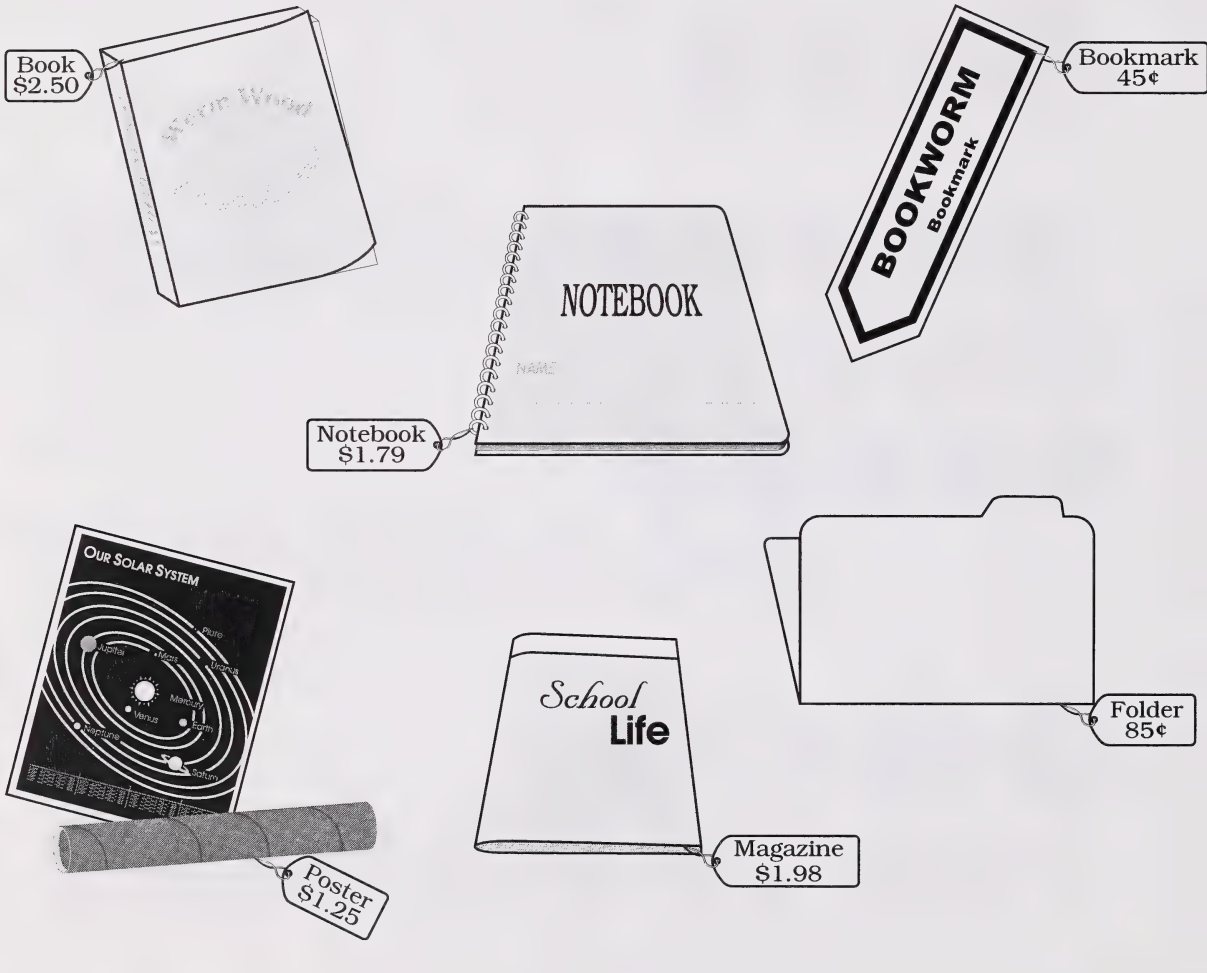
a.



b.

4. A library near Sarah's house is having a book fair with the following items for sale. Use your estimating skills to decide if each child has enough money to buy what is on his or her list.

   Write **yes** or **no** on the lines to answer the questions that follow.



a. Sarah wants a book and a poster. This is the money Sarah has.

Does Sarah have enough money?

_____

b. Jody wants a bookmark and a magazine. This is the money Jody has.

Does Jody have enough money?

_____

c. Aziz wants a poster and a notebook. This is the money Aziz has.

Does Aziz have enough money?

_____

d. Gino wants a book and a folder. This is the money Gino has.

Does Gino have enough money?

_____

1. On the line, write the value of each collection of coins or coins and bills using numbers.

a. 

_____

b. 

_____

c. 

_____

d. 

_____

e.


CANADA
2 DOLLARS
CANADA
25 cents
CANADA
10 CENTS

f.


CANADA
2000
DOLLAR
5 CENTS
CANADA

g.


5
CANADA
CANADA
25 cents
10 CENTS

h.


5
CANADA
10 CENTS
CANADA
2000
DOLLAR
CANADA
25 cents

2. Draw the coins or coins and bills that you could use to buy the following groceries. Be sure to write the value on the coins and bills you draw.

a.

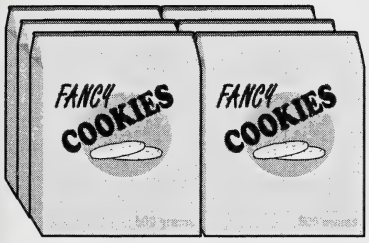
b.

c.

Luke's class was learning about money in math. They wanted to practise working with bills and coins. The class decided to make treats and sell them to each other in a classroom store. Each student got a value of $10.00 in play money.

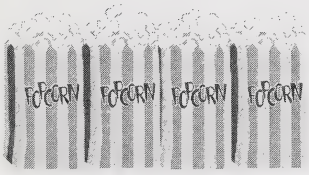
Pretend you are in Luke's class. Carefully cut out the play money below. Be careful not to cut the other pages in the Assignment Booklet.

Spend as much of your ten dollars as you can. Glue the correct bills and coins beside the items you would choose to buy.
Hint: You may want to set out the play money beside the items before you glue it down.

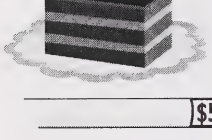


$2.37 each

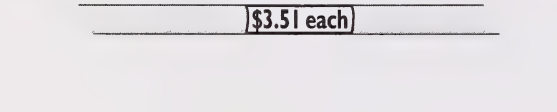
$2.05 each



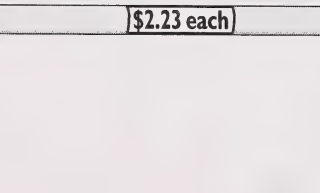
$1.15 each



$5.45 each

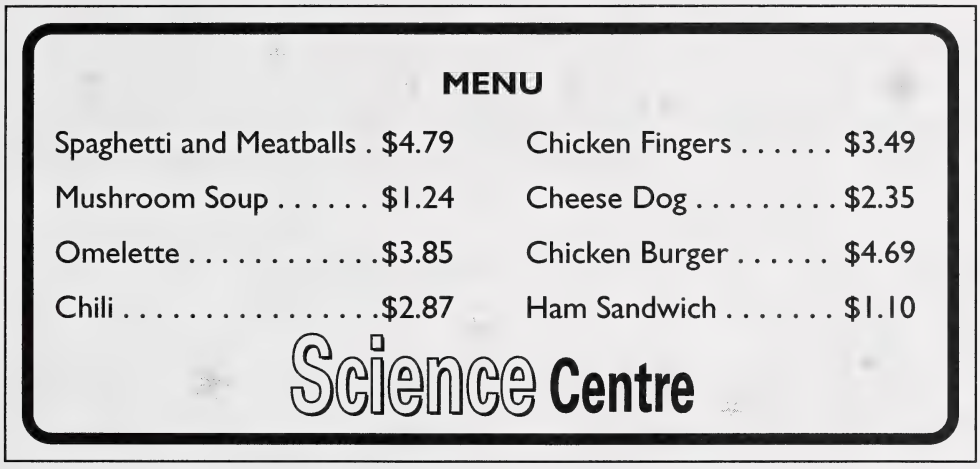


$3.51 each



$2.23 each

The menu at the Science Centre cafeteria looked like this:



1. Use your favourite strategy to figure out the following problems. Write how much change each student would get back. Use the pencil-and-paper method, your calculator, or your coins and play money to help you.

   a. Gino had mushroom soup and paid with a $2.00 coin.

      Gino will get _____ change.

   b. Aziz had chicken fingers and paid with a $5.00 bill.

      Aziz will get _____ change.

   c. Jody had a cheese dog and paid with a $5.00 bill.

      Jody will get _____ change.

   d. Mike had a chicken burger and paid with a $10.00 bill.

      Mike will get _____ change.

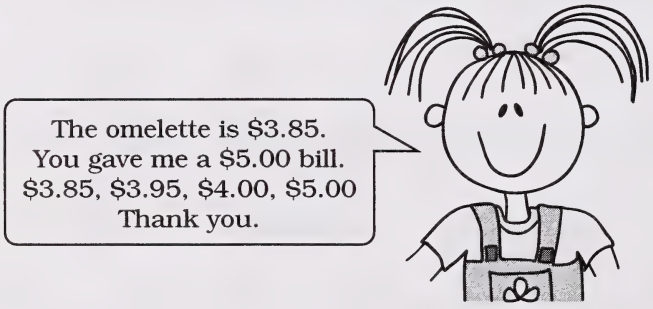
2. What strategy do you use most often when you are figuring out change?

_____

3. Pretend you are a worker at the Science Cafeteria. Give back change for each amount. Use your real coins or play money to act it out. Give the fewest coins you can. Then write to tell what you used.

Amount	Making Change
$0.31	
$6.15	
$3.76	
$2.13	
$6.51	

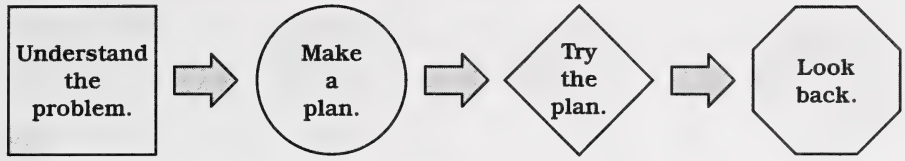
4.

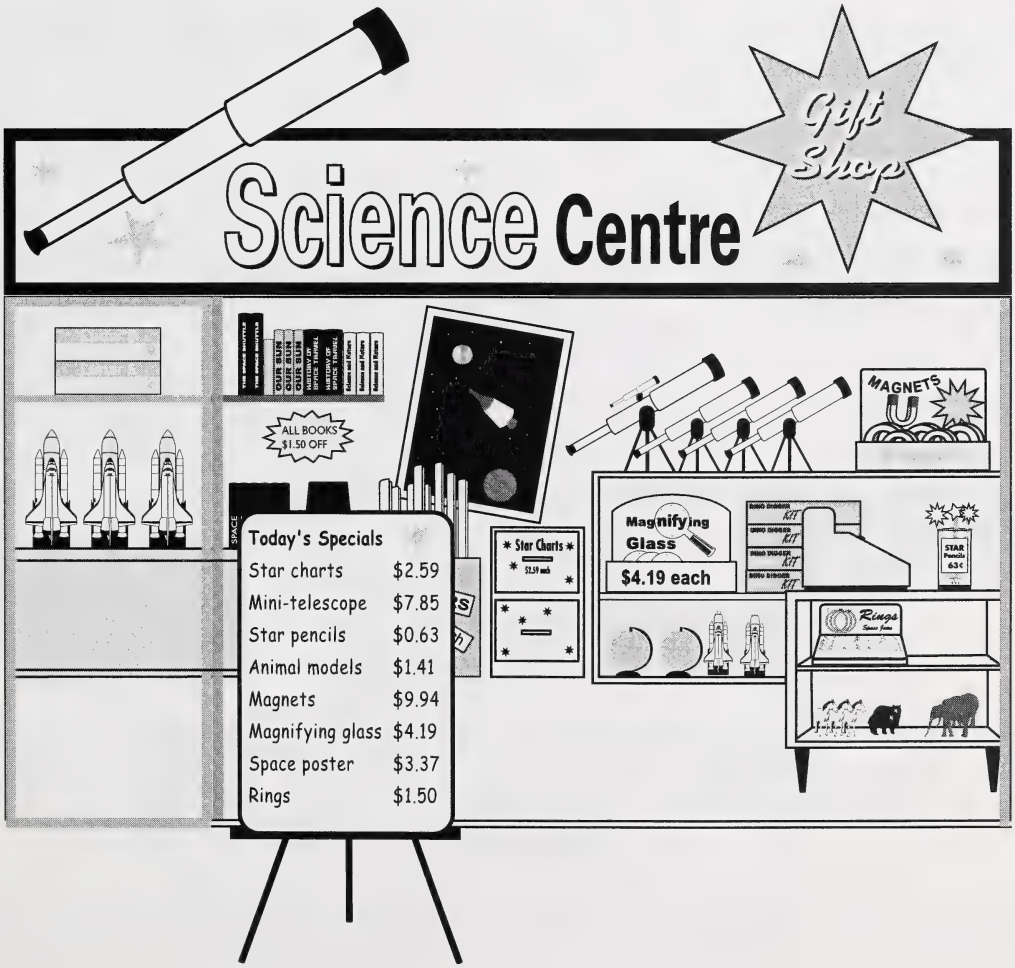


Read what Sarah says as she is pretending to be the cafeteria worker. What coins would you get back?

_____

Use the problem-solving steps and your favourite strategies to find the answers. Show your work. Write a sentence to answer the question.





1. Choose your favourite item from the sign. What bills or bills and coins could you use to pay the exact amount?

_____

_____

2. Gino bought a star chart and two model animals. Jody bought a book for $4.29 and a star pencil. Estimate who spent more.

_____

3. Gino paid for the star chart and two model animals with a $10.00 bill. How much change will he get back?

_____

4. Oliver wanted to spend exactly $4.00. What two items from the Specials sign could he buy?

_____

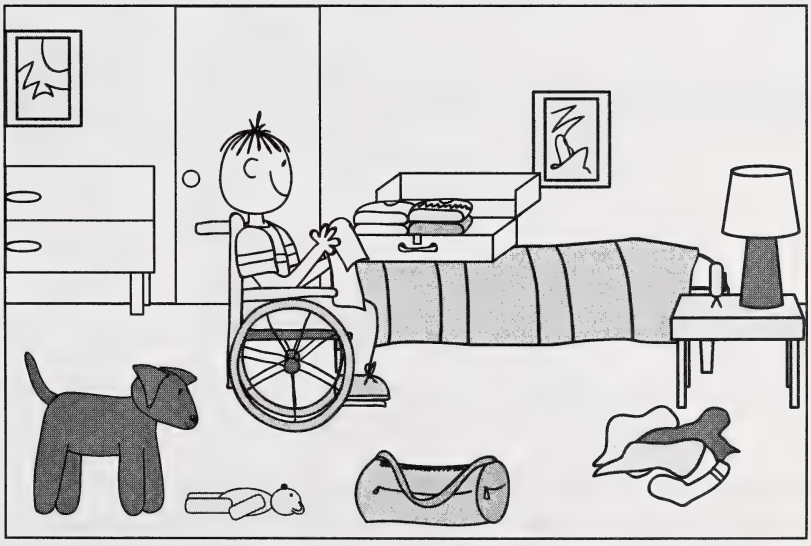
5. The admission fee to the Science Centre was $5.00 per student. Sarah's mom paid for Sarah, Oliver, Gino, Aziz, Mike, and Jody. How much did the admission for the students cost?

_____

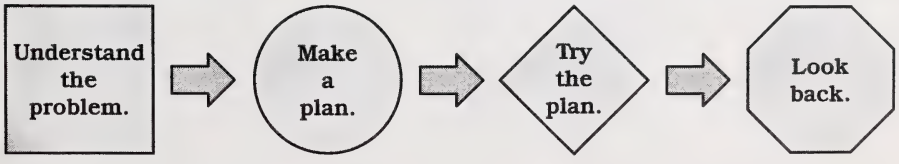
1. Journal Entry

Why do you think problem solving is an important skill in math? What plans or strategies do you use most to help you solve problems?

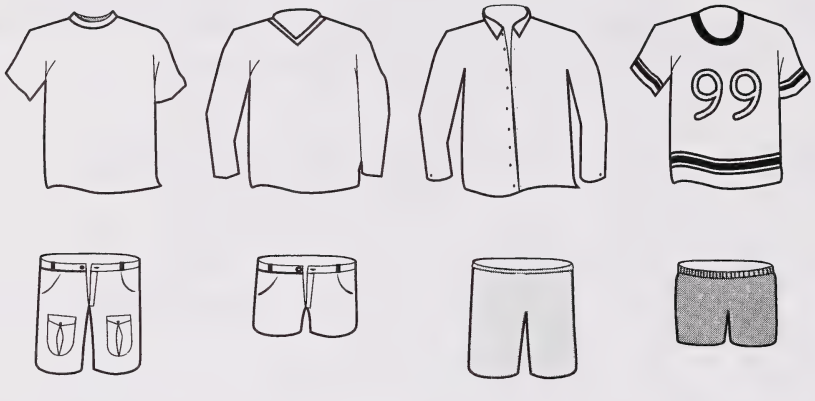
2. Luke is getting very excited. As soon as school is over for the summer, Luke is going to stay at Sarah's house. They will spend some time at the farm, go to summer camp, and then go on vacation together.



Use the problem-solving steps and your favourite strategies to help Luke find the answers to his problems. Show your work. Write a sentence to answer the question



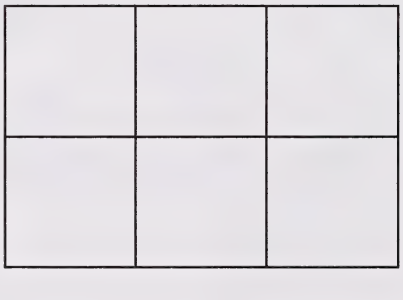
a. Here are some of the clothes that Luke is packing for the holidays.



How many different ways can the shorts and tops be put together?

---

b. Luke's suitcase has six divided spaces.



The shorts were put in the space on the top left side. The shirts were not besid the shorts or in a corner space. Luke's jackets were in a middle space of one row. The swimsuits were in a corner to the right of the shorts. Luke's bag with his brush, comb, toothbrush, and soap was below the swimsuits. The last space held his shoes. Were the shoes to the left or right of the jackets?

---

c. Luke is figuring out his spending money for the holiday. He has $90.00 in his bank account that he is allowed to take out. He owes his sister $0.75. He also has to pay $4.40 for his lunch on a school field trip. His mom will give him $5.00 for this week's allowance. How much money will he be able to spend?

_____

d. Luke needed to mail Sarah a postcard to tell her when he would arrive. Postage is 48¢ but he had no 48¢ stamps. Circle the combination of the stamps below that would give him the correct postage.

e. Luke made some popcorn balls as a gift for Sarah and her family. There are 12 popcorn balls. How many will each person in Sarah's family get if they share them equally?

_____

3. Tell your teacher anything about problem solving that you don't understand or would like your teacher to help you with.

_____

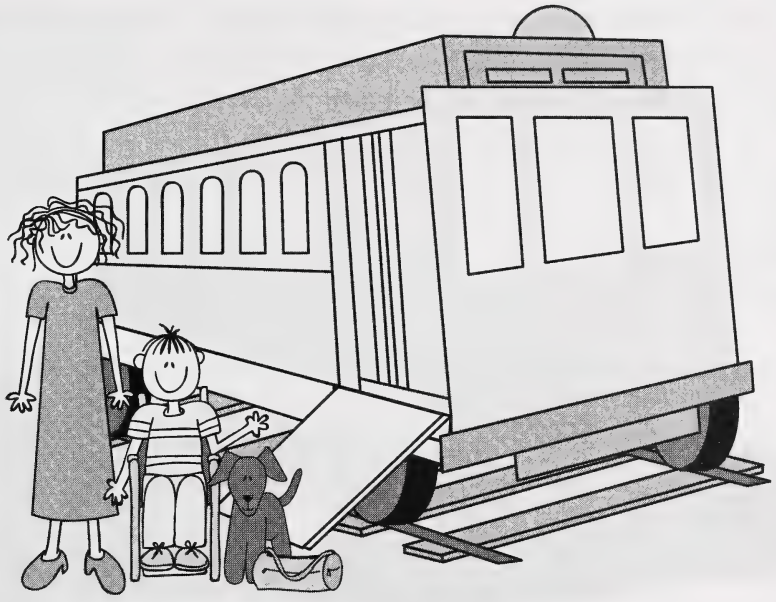
_____

_____

_____

1. Write two tips you know for doing timed math facts quickly and efficiently.

2. Write three tips you will use to help you do multiple-choice questions.



Luke was finally boarding the train to travel to visit Sarah.

Fill in the circle to mark the best or correct answer.

1. Luke saw many animals as he travelled. He counted 45 cows and 38 sheep in one pasture. How many animals did he see in all?

   ○ 73
   ○ 17
   ○ 83
   ○ 84

2. Which number sentence could be used to find out how many more cows than sheep he saw?

   ○ 45 + 38 = ?
   ○ 38 – 45 = ?
   ○ 38 + 45 = ?
   ○ 45 – 38 = ?

3. A lady sat near Luke. She said her trip would take a total of 36 hours on the train. She had travelled 8 hours on the first day of her trip and 12 hours on the second day. How many hours does she have left to travel?

   ○ 16 hours
   ○ 56 hours
   ○ 24 hours
   ○ 28 hours

   Luke saw a chart on the wall of the train.

Train Car	Maximum Passengers
Dining Car	45
Observation Car	38
Sleeping Car	14
Coach Car	60

Northland Railroad Co.

4. How many more people can ride in a coach car than a dining car?

   ○ 105
   ○ 44
   ○ 15
   ○ 31

5. There is one observation car and two sleeping cars on Luke's train. What is the largest number of passengers that can ride in those three cars?

   ○ 52
   ○ 42
   ○ 56
   ○ 66

6. Luke brought a dozen cookies to snack on while he travelled.
   In the morning he ate 3.
   At lunch he ate 2.
   In the afternoon he ate 4.
   How many cookies does he have left?

   ○ 3
   ○ 9
   ○ 21
   ○ 6

7. Luke got on the train at 10 o'clock in the morning. Sarah and her family met Luke's train at 5 o'clock in the afternoon. How many hours was Luke on the train?

   ○ 5 hours
   ○ 2 hours
   ○ 12 hours
   ○ 7 hours

Ask your home instructor to time you for 2 minutes. Do as many questions as you can in 2 minutes. Write how many you completed.

Timed exercise: 2 minutes

18 – 9 = _____ 14 – 6 = _____ 10 – 4 = _____ 11 – 7 = _____

17 – 9 = _____ 15 – 6 = _____ 12 – 7 = _____ 13 – 4 = _____

16 – 7 = _____ 9 – 5 = _____ 13 – 7 = _____ 10 – 3 = _____

11 – 4 = _____ 10 – 8 = _____ 7 – 7 = _____ 14 – 7 = _____

12 − 6	17 − 8	11 − 3	15 − 7	13 − 9	14 − 8	16 − 8
11 − 5	16 − 9	15 − 8	12 − 5	10 − 7	13 − 5	12 − 4
13 − 3	13 − 8	15 − 9	14 − 5	11 − 2		

Number completed	
Number correct	

STUDENT'S CHECKLIST
MODULE 9: DAYS 1 TO 9

I can . . .	Put a check mark beside the things you can do.
recognize the value of bills	
count coin collections	
count collections containing both bills and coins	
give change for a purchase	
use money to show the same value many different ways	

STUDENT'S COMMENTS

My favourite activity in this part of the module was _____

_____

_____

_____

_____

What I want to ask my teacher more about is _____

_____

HOME INSTRUCTOR'S COMMENTS

Check **yes** or **not yet** for each statement.

Can the student do the following?

- recognize the value of bills to $100.00 ❑ yes ❑ not yet
- recognize the value of coins ❑ yes ❑ not yet
- estimate, count, and record collections of coins up to $10.00 ❑ yes ❑ not yet
- estimate, count, and record collections of coins and bills up to $10.00 ❑ yes ❑ not yet
- make purchases up to $10.00 using the exact change ❑ yes ❑ not yet
- make change for purchases up to $10.00 ❑ yes ❑ not yet
- create a specific value in many different ways ❑ yes ❑ not yet
- solve problems dealing with money ❑ yes ❑ not yet

HOME INSTRUCTOR'S COMMENTS